

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IL5

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Larry Garstki

Official School Name: Roosevelt Middle School

School Mailing Address: 7560 Oak Avenue
River Forest, IL 60305-1448

County: Cook State School Code Number*: 0601609001002

Telephone: (708) 366-9230 E-mail: garstki@district90.org

Fax: (708) 771-3962 Web site/URL: http://www.district90.org/subsite/rms

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Edward Condon Superintendent e-mail: CondonE@district90.org

District Name: River Forest SD 90 District Phone: (708) 366-9230

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. James Weiss

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12IL5

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12IL5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district _____ 2 Elementary schools (includes K-8)
 (per district designation): _____ 1 Middle/Junior high schools
 _____ 0 High schools
 _____ 0 K-12 schools
 _____ 3 Total schools in district
2. District per-pupil expenditure: 12785

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	79	71	150
K	0	0	0		7	86	64	150
1	0	0	0		8	71	66	137
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	82	73	155		12	0	0	0
Total in Applying School:								592

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
7 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
75 % White
5 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2010	617
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 3

Number of non-English languages represented: 2

Specify non-English languages:

Italian, Spanish

9. Percent of students eligible for free/reduced-priced meals: 7%

Total number of students who qualify: 40

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 20%

Total number of students served: 116

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>34</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>52</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>19</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>1</u>
Total number	<u>74</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	95%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12IL5

Upon entering Roosevelt Middle School in River Forest, Illinois, a framed copy of the mission statement can be seen hanging on the wall. It simply states, “Our mission is to deliver excellence in education through an unwavering commitment to the whole child.” It is hard to believe that such a short statement can accurately describe a school that provides so much for every student in academics, socially, emotionally, and in extra-curricular activities, but it says it all.

River Forest is a small, two-square-mile historic suburb 6 miles directly west of downtown Chicago. In 1859 the finest brick, two-story schoolhouse for miles around was built in River Forest and still stands today. Interestingly, the first teacher of this fine school was none other than Francis Willard, the famous educator and women’s rights activist. Since then, River Forest and Roosevelt Middle School have continued the tradition of excellence-in-education.

Roosevelt’s commitment to excellence can be seen in the outstanding academic programming for students. Besides having a rigorous and challenging core curriculum that has yielded high academic success for many years, there is also advanced programming for math and reading that extends to over a third of the students. Some advanced students in math and reading even have the option to enroll in on-line courses provided by Illinois Virtual School or take an Independent Study where they get to explore a topic of their choice in depth. Roosevelt also offers Spanish, French, and Italian in grades 5-8 as part of its core curriculum. Not only does it prepare students for the “global” economy, it has proven to improve cognitive abilities in vocabulary, grammar, and literature, besides expanding their appreciation for different cultures.

Preparing students to thrive in the age of technology is also important. This year, Roosevelt’s 8th graders all received iPads. This tool has enabled the students to have a full battery of on-line resources for reading, writing, and research at their fingertips at all times. Over the past 5 years every teacher has received district-funded professional development in computer technology. A three-week summer-institute with a yearly “refresher” course was developed to provide training and practice in scores of computer programs and features that can be used to inform and improve instruction in the classroom. Participating teachers received a laptop computer for their own use in school. Roosevelt had 100% teacher participation.

Another very special part of Roosevelt’s commitment to the whole child is the performing arts opportunities. In music alone, the department features not only general music, but it offers a full band, a full orchestra, two levels of jazz band, chorus, honors chorus and a musical that involves over 200 of our 600 students. At Roosevelt it is believed that emphasizing music as an integral part of a student’s school day has long lasting educational benefits and exercises the mind to assist in problem solving and creativity for a lifetime. Also, any student that plays in the band or orchestra receives a private or small group lesson during the school day, once a week.

Having students feel “connected” to school is very important. Roosevelt’s goal is to have 100% of students participate in a school sponsored club or activity. To make this possible, over 30 different clubs and activities are available for students to participate in at lunchtime. Students eat for half of the lunch-hour then go to a club or activity of their choice for the second half. The clubs and activities range from Yearbook to Ping Pong Club, from Newspaper to Diversity Club just to mention a few. Having these activities happen during school hours is believed to be important in helping students solidify lasting relationships with each other and connect to their school.

At Roosevelt, high academic standards is very important but not at the expense of creating responsible and conscientious children. Roosevelt employs two full time social workers and they have worked closely

with the PE department in recent years to develop a character education program. In collaboration, the social workers push into 16 PE class periods per quarter and organize discussions, skits and role-playing, so students can practice good decision-making, common courtesy, and pro-social behavior. Roosevelt's most distinguishing feature in regards to character, one that codifies the culture, is a set of 5 guiding-principles called the "High 5 Goals." These goals represent the expectations-in-character and behavior for the students. They can be found in every classroom, every hallway, and even on school t-shirts.

Roosevelt has high expectations for students academically and socially. It also provides programs to help create student involvement, enrichment and interest. It is this combination that helps Roosevelt fulfill its mission to deliver excellence in education through an unwavering commitment to the whole child.

1. Assessment Results:

A. Roosevelt Middle School's primary standardized assessment tools are the Measures of Academic Progress (MAP) test and the Illinois Standards Achievement Test (ISAT). We administer the MAP test to all students in October and April, and to selected students in January. Students take the ISAT in early March.

All four grades at Roosevelt have consistently shown growth in both Reading and Math MAP scores from the fall to the spring. The per-grade growth during the 2009-10 and 2010-11 school years ranged from +2.7 to +8.4; the average RIT score gain during that time was +3.8 in Reading and +5.6 in Math.

Roosevelt's average Reading and Math MAP percentile scores in Fall, 2011, were:

Reading Math

Fifth grade 84% 78%

Sixth grade 77% 77%

Seventh grade 75% 69%

Eighth grade 76% 72%

These scores reflect 100% participation for fall/spring testing.

Furthermore, Roosevelt's ISAT performance is exemplary. Over the past four years, the averages of the percentage of students who have met or exceeded the state Reading and Math standards are:

Reading Math

Fifth grade 92% 95%

Sixth grade 95% 97%

Seventh grade 93% 96%

Eighth grade 96% 96%

While we are pleased with these MAP and ISAT scores, our constant goal is to improve them. Throughout the year, we provide Reading and Math interventions to address the skill and knowledge deficits of our struggling students. Our Academically Talented Program (ATP) allows our high achieving students to stretch intellectually. Through these means, effective classroom instruction, and rigorous curricula, we work to maximize fall-to-spring MAP growth, as well as the movement from "Meet" to "Exceed" in ISAT testing.

B. When considering the percentage of students who met or exceeded state standards over time, the ISAT scoring ranges below, from testing years 2003 to the most recent scores in 2011, illustrate the consistency of Roosevelt's test results:

Lowest/Highest Percentage of RMS Students

Who Met or Exceeded Standards From 2003 – 2011

Reading Low Reading High Math Low Math High

5th grade 88% 94% 90 % 98%

6th grade 91% 98% 93% 99%

7th grade 91% 97% 93% 98%

8th grade 94% 97% 95% 98%

Because Roosevelt Middle School students have maintained consistent excellent scores throughout the years, we can focus on issues of fine-tuning rather than academic triage. For instance, the ratio of Reading students who exceed vs. meet state standards slips from fifth grade to eighth grade. This change starts in seventh grade and continues in eighth grade, a period of time when students often become more social

and may not read as much at home. This trend influences us to choose novels of maximum interest. In addition, both seventh and eighth grade Reading curricula include outside reading requirements with subsequent written and verbal book analyses so that students read outside of school. Students write about the novels they read, answering high level questions using support and interpret the text. Our leveled Reading classes allow students to progress, no matter where they are along the reading continuum.

When considering Roosevelt's scores across various subgroups, achievement gaps exist in certain places. Specifically, based on the 2011 ISAT scores, the following groups exhibited a point spread that was 10 points or greater:

Comparison Grade Subject Test No. Tested Scores (% Met or Exceeded)

Hispanic/White 5 Reading H – 18; W – 113 H – 83%; W – 96%

Hispanic/White 6 Math H – 11; W – 120 H – 82%; W – 100%

Hispanic/White 7 Reading H – 18; W – 101 H – 83%; W – 93%

Low Inc./Non-LI 5 Reading L – 11; N – 142 LI – 73%; Non-LI – 95%

Male/Female 5 Reading M – 82; F – 71 M – 89% ; F – 99%

IEP/Non-IEP 5 Reading I – 24; N – 129 I – 79%; Non-I – 96%

IEP/Non-IEP 7 Reading I – 32; N – 108 I – 72% ; Non-I – 98%

IEP/Non-IEP 8 Reading I – 30; N – 137 I – 80% ; Non-I – 97%

IEP/Non-IEP 5 Math I – 24; N – 130 I – 88%; Non-I – 100%

IEP/Non-IEP 7 Math I – 32; N – 108 I – 81% ; Non-I – 99%

Within these areas of relative weakness, the largest issues lie in 5th grade, which had achievement gaps in five areas. Given the limitations of our elementary school space, our fifth grade occupies an unusual spot in a middle school setting. While we preserve as many elementary structures as we can for fifth grade students, they are nonetheless launched into a middle school environment, ready or not. The ISAT gaps above may reflect their discomfort with this change, especially since scores rise in sixth grade when students have settled in and are more academically mature. Furthermore, our fourth and fifth grade teachers meet each fall and spring to discuss incoming struggling students and to determine which Roosevelt supports they might need.

These supports are available to all of the subgroups above. Specifically, our S.T.A.R. (Students Taking Academic Responsibility) program provides students with low MAP scores additional instruction and practice in their areas of weakness. S.T.A.R. instructors monitor these students for progress and move them out of the program when their skill gaps close. Also, our Reading Specialist and Math Specialist assemble groups of children who are below grade level and offer them a smaller class setting, slower pace, and/or more targeted instruction.

In acknowledging the achievement gaps in the table above, it is worth noting that the lowest score is a 72% -- i.e. in our greatest area of weakness, nearly three quarters of our students still met or exceeded state standards. In most of the instances above, the gap exists not because the students in the various subgroups have done poorly but because the students in the majority group have done so extraordinarily well.

Note

Subgroups with fewer than 10 students:

5th grade – Black

6th grade – Black; Low Income

7th grade – Low Income

8th grade – Hispanic; Low Income

2. Using Assessment Results:

Our students take a number of different assessments and each has a role to play in the academic success of the school as a whole and with the success of each of students individually. At the state level, the

students at Roosevelt participate in the Illinois Standards Achievement Test (ISAT). Even though students have moved on by the time we see test data, the ISAT still serves to drive the curriculum and give us important feedback on our instruction. Each department meets about 10 – 12 times a year, during which we analyze the results of the tests. We look for gaps in our students' knowledge and adjust our curriculum accordingly to further match state standards. For example, several years ago, we realized that students were scoring poorly on questions involving the categories of folklore genres. In 8th grade Reading, we designed a unit in which students read various stories and learned to discern the differences between the folklore types. In this way, examining our overall ISAT scores allowed us to fill in a gap in our curriculum.

We also meet in grade level teams every day, a time that lends itself to examining individual student's scores to see where their gaps are and to discuss our instructional responses. Because individual ISAT scores are not broken down by strand, they are not particularly helpful in this process. However, we also administer the Measure of Academic Progress (MAP) assessment in Reading and Math to all of our students in the fall and spring. The computerized results are available within a day or two of the test date. Using these assessments, which are more detailed and immediate than the ISATs, each grade level team can group students and adapt the curriculum for their needs. In Math, for example, a group of students who score below average on the Number Sense strand within the fifth grade Math MAP score might work on a task involving place value while other students take on a more sophisticated task.

Starting with scheduling each fall, we modify instruction and curriculum for both underperforming as well as for gifted students. We hand schedule more than 35% of our students at the beginning of each year, based on their performance on these assessments. High achieving students move into above grade level courses in math and reading; struggling students receive help in these subjects through placement in smaller, more focused classes, as well as through additional instruction on Reading Plus, Lexia, iLearn, and iExcel. Students who need organizational and study help can receive this support in formal Resource classes, but also through general education classroom interventions.

After the initial placement, grade level teams monitor and discuss student progress throughout the year. If classroom interventions are not successful in meeting students' needs, students receive interventions or enrichment during additional instruction. We monitor the progress of at-risk students by giving a winter MAP test. This winter data is also helpful in allowing us to look at group data for signs of overall weakness. For instance, after viewing winter MAP data, our sixth grade team decided to implement a reading strategy in all classrooms that helps students search complex nonfiction texts to find specific information. This decision was in response to a perceived area of instructional weakness, based on the team's MAP test analysis.

In addition to ISAT and MAP tests, our more advanced students take the SAT to provide math placement data as well as to establish their viability for summer gifted programming. Furthermore, we have added DIBELS to our 5th grade assessments to help us support struggling readers most accurately.

We communicate assessment results to parents via a mailing that includes a careful explanation of test data. Also, parent meetings are held to help our parents and students understand the results and their implications. The test results are often a point of discussion during parent-teacher conferences so that parents see how they might support their child's academic achievement from home.

In the final analysis, the type and number of assessments are not important, but what the faculty does with the test data is key. Our constant question is: "What is best for the student?" Our test results help us answer that question by shaping curriculum that bolsters students' deficits and expands their strengths.

3. Sharing Lessons Learned:

Sharing successes is very important to a community of learners. So much can be learned through the experiences of others and Roosevelt is no different. As part of our district wide goals there is scheduled planning and sharing between schools in our district and high school as well as within grade-levels, subject areas and individual teachers. Roosevelt is also part of a consortium of 16 other middle and Jr.

High Schools that meet specifically to collaborate and share ideas. We also have several teachers that are adjunct college professors and are on the Board of Directors for the Illinois Reading Council and they have had the opportunity to share ideas on a State level.

There are two other schools in district 90 along with Roosevelt. It is imperative that we collaborate and share our experiences for the continuity of curriculum, instruction and communication. There are district wide meetings that are reserved for articulation between our schools in curriculum and instruction. Currently, schools are aligning their Response to Intervention strategies and data. Districtwide Group Problem Solving meetings are taking place twice a year while school wide meetings are happening on a weekly basis. Individual teachers have been sharing lessons and strategies on Differentiation through grade level meetings and in-district professional development workshops.

Roosevelt also belongs to a consortium of 16 other schools in our West Suburban Area that meet at least quarterly. Principals come together to share their experiences with programs, personnel, and other new and innovative ideas that might assist in improving student performance. This network of Principals is an exciting professional community that is also a group sounding board for individual questions at a particular school as well as an immense source of knowledge and data to individual principals and their schools.

The teaching staff at Roosevelt is extremely experienced and knowledgeable. Over 80% of the teachers have a Master's Degree or higher and a teacher that is Nationally Board Certified. Many of our teachers have presented at State Level conferences such as the Illinois Reading Council. In fact, one of Roosevelt's teachers is the current vice president of the IRC. District wide workshops are also offered on a range of topics after school and are presented by Roosevelt teachers.

Sharing experiences is one of the most effective ways to professionally develop teachers and staff. It also serves a greater purpose by build a community of professional learners outside the walls of Roosevelt School. Increasing the capacity of our greater educational resources district wide, state and nationally, is merely fulfilling a professional obligation to ensure each other's growth.

4. Engaging Families and Communities:

With the knowledge that it truly "takes a village" to raise a child, the faculty of Roosevelt Middle School engages families and the community in the life work of educating our young people. In addition to Fall and Spring open houses, families come to Roosevelt to support our students at athletic events, instrumental and vocal music shows, cultural fairs, and a variety of other student-centered activities. For example, eighth-grade students host an annual Shakespeare festival, where community members can eat Elizabethan food, watch student actors perform, and hear student presentations on Renaissance culture. The honors Humanities students perform a one-hour version of a Shakespeare comedy each year, reaching out to families in the universal language of humor. Grade-level teams involve our families through volunteer programs in which parent musicians, artists, and craftspeople help students create interdisciplinary projects in medieval history, Greek mythology, and health and nutrition. Students further connect with the community through field trips to Chicago's theaters, opera, art museums, science museums, and architectural sites, learning to appreciate the richness of Chicago's many educational opportunities.

We also recognize that our community's diversity is one of its most powerful assets. With this awareness in mind, Roosevelt staff, students, and parents host an annual "Cultural Extravaganza" that celebrates the rich variety in our community and our connection to global cultures. At this event, staff, family, and community members assist students in preparing music, crafts, and food from around the world. Roosevelt's young people also communicate with students at our "sister school" in Arequipa, Peru and raise money to buy school supplies and computers for their district. We recognize that our local cultural diversity and our global connections empower tomorrow's leaders.

At Roosevelt Middle School, all stakeholders strive to build powerful, meaningful connections that enrich the learning process and strengthen the sense of community in River Forest.

1. Curriculum:

Roosevelt Middle School's rigorous curriculum allows all students to engage in subject matter that fosters creativity and academic growth, and ultimately prepares them for real world application. Roosevelt's comprehensive curriculum, traditionally aligned with the Illinois state standards, is now evolving to incorporate the Common Core Standards.

All Roosevelt students take Language Arts, Reading, Science, Social Studies, Math, and Physical Education each day. Students rotate each quarter through Music, Art, Technology, and Oral Communications. In addition, Roosevelt's outstanding Foreign Language program offers Spanish, French, and Italian.

Roosevelt's Language Arts department focuses heavily on research and writing for a variety of purposes and audiences. Reading classes are novel-based, and students analyze text across genres. The Social Studies department explores early civilization up through the 20th century. Students analyze historical events, current events, and geography through primary texts, research, projects, and discussion. The lab-centered Science curriculum uses a hands-on approach to earth, physical and life sciences. In Roosevelt's rigorous Math curriculum, almost all students complete Algebra I by the end of eighth grade. In Physical Education classes, students increase understanding of their body, health, and fitness as they rotate through units such as track and field, floor hockey, and basketball. Roosevelt's Fine Arts department is second to none. Students reinforce musical concepts through singing, moving, listening, and playing instruments, and artistic concepts through building and drawing. In their technology classes, students learn to keyboard, word process, and create multimedia presentations; in addition, teachers emphasize 21st century learning by integrating technology into most subject areas. Eighth grade students have a one-to-one assigned iPad for the year, a new initiative that will extend to seventh graders in 2012-13 and fifth and sixth graders in 2013-14.

Roosevelt's faculty sees each student as an individual; many students' schedules are done by hand to best address their specific academic needs. In addition to regular classroom interventions and differentiation, Roosevelt students who need additional help in reading, math, and study skills receive this support in a number of places. Roosevelt's Resource program, a daily class for students with an IEP, guides them in homework, test preparation, projects, and organization. Students in both Regular and Special Education who are reading below grade level are placed in Roosevelt's small group Reading classes, which deliver targeted instruction at a slower pace. Struggling Math students may join small group Math classes, which follow the same curriculum as general education Math classes but offer more individualized pacing and instruction. Students recommended for the S.T.A.R. (Students Taking Academic Responsibilities) program receive individualized interventions using Reading Plus, iLearn, or iExcel.

Roosevelt students who excel in academics also have extraordinary opportunities to enjoy more challenging curricula. Roosevelt's Humanities course combines history, literature and philosophy into one interdisciplinary curriculum. By their eighth grade year, Humanities students have read and analyzed novels such as *The Illiad* and *The Once and Future King*. Roosevelt students who excel in mathematics have the opportunity to move into classes above their own grade level or to take Math classes at the local high school. Alternatively, Roosevelt partners with the Illinois Virtual High School to offer online classes to students who advance beyond the Roosevelt curriculum. Furthermore, independent study options provide gifted students an even more rigorous course load.

Every student at Roosevelt is looked upon as an individual, and teachers hold high expectations for all students.

2. Reading/English:

Roosevelt Middle School language arts teachers use a dynamic combination of reading, writing, research and speaking to integrate Common Core Standards into our curriculum. Students have daily opportunities to read closely and construct sophisticated written responses, and we employ specific standards across each skill set.

Reading: Students must deeply comprehend a wide range of complex texts across disciplines, including language arts, social studies, technical subjects, and the arts. They also develop skills in understanding vocabulary within diverse reading passages and strengthen their ability to analyze and synthesize ideas across texts.

Writing: Students demonstrate interrelated literacy competence through reading, gathering evidence, and analyzing information. They present their findings through coherent and compelling narrative, nonfiction, and argument writing pieces.

Research: Students conduct research to answer questions or solve problems. This work includes the critical appraisal of sources, along with reasoned written responses that use the resulting information to support a chosen thesis.

Speaking and Listening: Students make formal presentations, work collaboratively with peers and/or teachers, share their findings, and listen carefully to the ideas of others.

Language: Students demonstrate a strong command of grammar in spoken and written academic English.

Our language arts curriculum and instructional methods center on both novels and non-fiction books and apply appropriate rigor for all students. Assignments contain critical and creative thinking, reflection, and complex problem solving. Students must make connections between the curriculum and their own diverse interests and experiences. With scaffolding when necessary, students are pushed slightly beyond the point where they can work independently. All grade levels also offer interdisciplinary units.

Within our regular education classroom, we employ effective differentiation strategies for the full range of students – from those who are struggling to the most advanced learners. These strategies may include assignment modification, student choice, one-on-one teacher/student meetings, accessing prior knowledge, pace adjustment, and independent learning projects.

Data from the Measures of Academic Progress (MAPs) assessment, Lexia, and DIBELS allow us to make instructional decisions that meet the specific reading needs of individual students.

Students who read below grade level and need additional help with reading strategies attend intense, small-group reading classes. In addition, we may use ReadingPlus, a computerized reading program, to effectively identify and remediate struggling students. A humanities class offers academically talented students the opportunity to engage in more complex texts and writing assignments.

3. Mathematics:

Mathematics has a dynamic, central role in the Roosevelt curriculum. Teachers understand the vital connection between mathematical skills and problem solving in science, economics, statistics and social research, and we work to develop each student's mastery of this critical subject.

Roosevelt students study the applications of mathematics in the regular classroom through a variety of student-centered activities and instructional methods. Teachers design both traditional curriculum tools and hands-on activities to give students a sense of the dynamic nature of problem solving. For example, sixth grade mathematics students integrate their study of statistics with scientific measurement in a special weather unit, and fifth graders study the geometry of solids through the ancient Japanese art of origami.

Teachers differentiate these activities for students of all abilities. Students in need of additional assistance in mathematics attend lunchtime help sessions, small-group math classes, and math tutoring, developing the intellectual skills they need to succeed. Math students also have a variety of technological aids at their disposal, such as digital learning programs, Smart Board lessons, and graphing calculators.

In addition to these programs, our school nourishes the intellectual development of its many high-achieving mathematics students through a rigorous honors curriculum. Students placed in the honors mathematics courses at Roosevelt follow a demanding course of study that includes high school level Algebra 2 and beginning trigonometry. Students receive high school placement credit for their work at Roosevelt and many develop a life-long interest in problem solving.

All Roosevelt students are encouraged to explore the creative aspect of problem solving through integrated mathematics activities and clubs. Students can use their mathematical expertise to design robots and to create miniature vehicles powered by solar cells. Roosevelt's mathematics and science teams compete with other schools through clubs such as Math Counts and Robotics, and students enjoy the challenge and camaraderie of working on teams to solve real-life problems.

At Roosevelt Middle School, mathematics is a pivotal, vital, and accessible tool that joins disciplines and strengthens the skills of problem-solving, critical thinking, and creativity.

4. Additional Curriculum Area:

Roosevelt School enjoys a highly developed performing arts program. In addition to curricular general music classes for all grade levels, students have the opportunity to perform as members of our bands, choirs, and orchestras. The instrumental program currently consists of 250 students in grades 5-8. All instrumental students receive a 30-minute, pull-out, group lesson once a week. These students are also members of one of three levels of both band and orchestra. Two levels of jazz band are also offered. Our top level ensembles regularly perform at music festivals and have earned 24 Division I ratings since 1998, when we began our festival participation. Students also participate in our annual Solo and Ensemble Festival and throughout the years have gained acceptance, by audition, to the Illinois Music Educator's Association All-District Bands and Orchestras.

The choral program is equally important to the school's performing arts environment. Over 160 students participate in three grade-leveled choruses. Advanced singers also have the opportunity to perform in Honors Chorus, Barbershop Chorus, and Boys Chorus. Each year the school puts on a Broadway-style musical involving all chorus members as well as other interested students. This year 210 students are participating in the musical. Choir members regularly take advantage of Chicago's cultural offerings with field trips to see professional musical productions and the Lyric Opera. Performance opportunities are also offered to students who are not regular members of the choir, band, or orchestra through annual grade level variety shows and our Rock Band Club.

Many 21st century skills are supported by the performing arts program. Technology is integrated by maintaining active websites that contain both informational and instructional materials and by incorporating SmartMusic, a home computer program that supports the curriculum. Performing arts students must regularly exhibit Learning and Innovation traits such as collaboration and creativity. Life and career skills are developed through the use of a system of award certificates. Among other things these certificates allow learners to set goals with success criteria, be self-directed, and demonstrate learning as a life-long process. The ability to adapt to various schedules and to deal positively with praise, setbacks, and criticism are all enhanced through the performing arts. The performing arts program is consistent with a number of the school's mission objectives including a commitment to educating the whole child, instilling a love for learning, promoting an active partnership with the community, and fostering individual student growth.

5. Instructional Methods:

Roosevelt teachers are acutely aware of providing an individualized education for students. Teachers deliver the carefully crafted and rigorous curriculum in a variety of ways to bring all students to their highest potential. A network of support also assists teachers in delivering instruction to all learners.

Roosevelt teachers engage students by immersing them in creatively planned lessons that tap the multiple intelligences. Our methods and tools -- such as graphic organizers, Itouch and Ipad applications, kinesthetic activities/games, cooperative learning, song, debate and competitive writing -- honor varied interests and learning styles. Additionally, Roosevelt's sixth grade boasts a "Collaborative Classroom" with a project-based curriculum in which students learn and grow at their own pace, and peers and teachers collaborate in a workshop environment. Teachers encourage students to support each other, take ownership of their work, and think meta-cognitively through activities such as peer editing, conferencing and mentoring.

Throughout the grade levels, students who need assistance developing basic skills receive in-class interventions within the core instruction. More challenged students receive further interventions outside of class. The Resource Program provides additional instruction in small groups to students with IEPs. Resource teachers have access to audio books, Itouch and Ipad applications and computer-based programs like Reading Plus, Writing Coach, and iLearn. Roosevelt educators use creative and authentic methods of assessment for all students to determine mastery of content, as well as various formal and informal testing several times a year to determine student progress.

Roosevelt's five-year technology plan has provided all staff members with laptop computers and other devices, and outfitted many classrooms with SmartBoards. Teacher-led training has allowed faculty members to integrate technology successfully into their instructional methods. This year's one-to-one Ipad initiative for 8th grade students added an exciting and interesting component to classroom instruction. In anticipation, Roosevelt hired a skilled technology integration specialist to manage the initiative and assist teachers in incorporating the Ipads practically and meaningfully into the curriculum. Today there are over 400 laptops in the school and the goal for fall, 2014, is to extend the one-to-one iPad initiative to all Roosevelt students.

Roosevelt takes pride in focusing on the individual child. The school staff delivers the best possible learning experience for our students by providing a solid, though differentiated, curriculum with an abundance of support systems and measurement tools to ensure that our students learn.

6. Professional Development:

Roosevelt takes pride in hiring highly educated teachers who model life long learning. Among the staff are Nationally Board Certified teachers and those recognized in state leadership. Some 87% of staff members hold Master's degrees and continue to self-improve by attending professional development conferences, continuing education courses, and study through travel. Well over 100 professional development conferences are requested and approved each school year.

Professional development at Roosevelt begins by welcoming our newly hired staff to the school and its culture through a customized mentor program. Summer orientation days allow each new staff member to form relationships with administrators and veteran teachers. Subsequent new teacher meetings, scheduled throughout the year, foster communication with mentors and target topics crucial to the continued success and development of our new staff.

Staff came together in 2009 to form a Differentiation Committee, and subsequently approximately 50 staff members attended a state Staff Development Educators' Conference in 2010. At the team level, the principal and teachers regularly exchange differentiation ideas, strategies and successes. Differentiation continues to be a critical topic of discussion in team and staff meetings and on Institute Days, as it is an inherent instructional practice for all staff.

Roosevelt generously offers teachers paid summer curriculum hours each year to collaborate on ideas or projects. The administration reviews and approves teacher/department proposals to see curriculum work through to fruition. Teachers use this time to articulate curriculum across grade levels and align it to state standards, plan creative, differentiated projects, work with new textbooks, design interdisciplinary units, and much more. Many Roosevelt teachers plan months in advance for this unique opportunity to focus, refresh, and improve the curriculum and their instruction.

Teachers have also dedicated many professional development hours this year to understanding and analyzing the Common Core Standards. Each department in the school identified where the existing content aligned with these standards, as well as where we need to further develop lessons and units to address Common Core requirements.

Roosevelt teachers form a community of educators who demonstrate the importance of learning by example. Their personal and professional growth, in turn, benefits the students of our school.

7. School Leadership:

Certainly the leadership at Roosevelt Middle School exhibits the same commitment to excellence as the other areas driving Roosevelt's success. It is with particular rigor that our leaders address the needs and goals of our students.

Roosevelt's structure for success includes District, Grade Level, Building, and Departmental Leadership Teams. Each Grade Level Team is composed of teachers who are also part of various Departmental Teams. On the Building Leadership Team and also on the district-wide Teachers Leadership Council, Team Leaders represent each Grade Level Team. This multifaceted structure allows clear and timely communication to everyone, and most importantly, communication is able to flow in both directions. This highly professional and collaborative exchange of information facilitates fluidity of ideas, and rapidity of change for our students.

Administrators pay particular attention to school scheduling so that teachers can meet daily in grade level meetings. During that team meeting time, teachers reflect upon individual and team performance, share instructional ideas, and academic and social plans for students. Twice a week, team meetings focus on determining how to direct special attention to emerging student concerns, including developing strategies for student success. Furthermore, the Principal and Assistant Principal attend specific team meetings each week to hear team thoughts, to ensure that staff fully understands newly available data or potential programmatic changes, and to process changes in academic and behavioral interventions for students.

Departments have monthly meeting times, fostering a culture of articulation and ascensional ambition. Never content to rest on laurels, department intentions, progress, and reevaluation of curriculum and/or assessment needs are frequent topics of discussion. These department meetings are critical to further integration of both content-related RtI strategies and Common Core Standards.

Semi-monthly building meetings ensure that Roosevelt operates as a well informed, collegial team. The Principal, Assistant Principal, and faculty have time to address evolving team or department concerns, collaborate on new policies for the benefit of the building, or discuss logistical issues that affect students, families, or teachers. Regardless of topic, the theme is to work towards the greater good of Roosevelt's school community.

The school leadership that other schools consider a rarity, Roosevelt considers the norm.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	95	90	98	92
Meets	46	59	50	53	34
Number of students tested	154	152	134	161	140
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	3	1	0
Percent of students alternatively assessed	1	1	2	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	91				
Meets	56				
Number of students tested	11	9	5	4	3
2. African American Students					
Meets and Exceeds			60	63	79
Meets			40	38	29
Number of students tested	9	6	10	16	14
3. Hispanic or Latino Students					
Meets and Exceeds	94		83		
Meets	44		50		
Number of students tested	18	7	12	2	5
4. Special Education Students					
Meets and Exceeds	88	86	73	89	76
Meets	54	66	57	68	32
Number of students tested	24	35	37	38	34
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	2	1	1		
6. Asian/Pacific Islander					
Meets and Exceeds					
Meets					
Number of students tested	7	3	6	8	5
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	93	94	88	93	89
Meets	29	32	33	28	34
Number of students tested	153	152	134	161	141
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	3	1	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	72				
Meets	36				
Number of students tested	11	8	5	4	3
2. African American Students					
Meets and Exceeds				73	77
Meets				47	46
Number of students tested	9	6	9	15	13
3. Hispanic or Latino Students					
Meets and Exceeds	83		92		
Meets	39		50		
Number of students tested	18	5	12	2	5
4. Special Education Students					
Meets and Exceeds	79	83	66	76	74
Meets	25	37	45	34	50
Number of students tested	24	35	38	38	34
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	1	1			
6. Asian/Pacific Islander					
Meets and Exceeds					
Meets					
Number of students tested	7	3	6	8	5
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	95	99	94	95
Meets	33	33	36	32	38
Number of students tested	149	139	168	148	171
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	1	3	0
Percent of students alternatively assessed	1	3	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Meets					
Number of students tested	8	7	5	3	5
2. African American Students					
Meets and Exceeds		70	100	82	92
Meets		40	63	41	33
Number of students tested	6	10	16	17	12
3. Hispanic or Latino Students					
Meets and Exceeds	83	93			
Meets	58	50			
Number of students tested	12	14	3	6	9
4. Special Education Students					
Meets and Exceeds	91	82	97	88	84
Meets	53	55	53	46	56
Number of students tested	34	33	34	33	32
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	2	2		1	1
6. Asian/Pacific Islander					
Meets and Exceeds					
Meets					
Number of students tested	4	6	7	6	6
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	91	98	93	94
Meets	33	36	36	31	43
Number of students tested	148	139	168	148	171
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	1	3	0
Percent of students alternatively assessed	1	3	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Meets					
Number of students tested	8	7	5	3	5
2. African American Students					
Meets and Exceeds		80	100	71	83
Meets		60	19	24	42
Number of students tested	6	10	16	17	12
3. Hispanic or Latino Students					
Meets and Exceeds	92	79			
Meets	83	57			
Number of students tested	12	14	3	6	9
4. Special Education Students					
Meets and Exceeds	97	76	91	85	88
Meets	71	55	50	42	63
Number of students tested	34	33	34	33	32
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	2	2		1	
6. Asian/Pacific Islander					
Meets and Exceeds					
Meets					
Number of students tested	4	6	7	6	6
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	95	98	95	97	94
Meets	33	35	31	36	35
Number of students tested	140	167	151	179	157
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	3	1	0
Percent of students alternatively assessed	2	1	2	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Meets					
Number of students tested	9	6	7	3	4
2. African American Students					
Meets and Exceeds	90	93	85	92	82
Meets	50	67	45	54	73
Number of students tested	10	15	20	13	11
3. Hispanic or Latino Students					
Meets and Exceeds	83				
Meets	61				
Number of students tested	18	4	6	9	9
4. Special Education Students					
Meets and Exceeds	81	93	85	87	79
Meets	44	56	38	57	49
Number of students tested	32	27	34	30	33
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	1		3		
6. Asian/Pacific Islander					
Meets and Exceeds					
Meets					
Number of students tested	4	7	6	6	7
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	92	93	91	97	92
Meets	46	50	45	50	50
Number of students tested	140	167	151	179	157
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	3	1	0
Percent of students alternatively assessed	2	1	2	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Meets					
Number of students tested	8	6	7	3	4
2. African American Students					
Meets and Exceeds	90	80	80	85	73
Meets	70	73	40	46	63
Number of students tested	10	15	20	13	11
3. Hispanic or Latino Students					
Meets and Exceeds					
Meets					
Number of students tested	7	4	6	9	9
4. Special Education Students					
Meets and Exceeds	72	85	76	93	73
Meets	47	70	63	63	49
Number of students tested	32	27	35	30	33
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	1		3		
6. Asian/Pacific Islander					
Meets and Exceeds					
Meets					
Number of students tested	4	7	6	6	7
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	98	95	96	96	96
Meets	43	24	29	26	20
Number of students tested	167	147	181	156	177
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	0	0
Percent of students alternatively assessed	0	2	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Meets					
Number of students tested	9	8	5	5	4
2. African American Students					
Meets and Exceeds	93	88	81	100	85
Meets	71	38	31	73	46
Number of students tested	14	16	16	11	13
3. Hispanic or Latino Students					
Meets and Exceeds					
Meets					
Number of students tested	7	5	8	6	3
4. Special Education Students					
Meets and Exceeds	93	94	86	80	83
Meets	57	39	48	32	43
Number of students tested	30	31	29	34	35
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	1	3	1		
6. Asian/Pacific Islander					
Meets and Exceeds					
Meets					
Number of students tested	4	6	6	5	3
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	94	95	97	96	96
Meets	50	54	64	54	62
Number of students tested	167	147	179	157	176
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	3	1	0	0
Percent of students alternatively assessed	0	2	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Meets					
Number of students tested	9	8	5	5	4
2. African American Students					
Meets and Exceeds	93	94	81	91	100
Meets	93	75	63	73	85
Number of students tested	14	16	16	11	13
3. Hispanic or Latino Students					
Meets and Exceeds					
Meets					
Number of students tested	7	5	8	6	3
4. Special Education Students					
Meets and Exceeds	80	81	93	85	77
Meets	20	61	71	56	71
Number of students tested	30	31	28	34	34
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	1	3	1		
6. Asian/Pacific Islander					
Meets and Exceeds					
Meets					
Number of students tested	4	6	6	5	3
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds	97	95	95	96	94
Meets	39	37	35	36	31
Number of students tested	610	605	634	644	645
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	9	8	5	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	86	86	72	73	62
Meets	65	60	49	39	31
Number of students tested	37	30	22	15	16
2. African American Students					
Meets and Exceeds	89	83	83	82	84
Meets	53	49	45	49	44
Number of students tested	39	47	62	57	50
3. Hispanic or Latino Students					
Meets and Exceeds	86	83	89	69	80
Meets	48	56	58	47	42
Number of students tested	55	30	29	23	26
4. Special Education Students					
Meets and Exceeds	88	88	84	86	80
Meets	51	54	49	51	44
Number of students tested	120	126	134	135	134
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	6	6	5	1	1
6.					
Meets and Exceeds	94	100	100	100	95
Meets	26	15	8	12	14
Number of students tested	19	22	25	25	21
NOTES:					

12IL5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds	94	93	93	94	92
Meets	39	43	45	41	47
Number of students tested	608	605	632	645	645
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	9	8	5	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	86	76	68	66	62
Meets	66	62	40	46	43
Number of students tested	36	29	22	15	16
2. African American Students					
Meets and Exceeds	92	83	83	78	83
Meets	74	67	41	44	59
Number of students tested	39	47	61	56	49
3. Hispanic or Latino Students					
Meets and Exceeds	86	77	83	61	73
Meets	61	62	41	26	30
Number of students tested	44	28	29	23	26
4. Special Education Students					
Meets and Exceeds	82	81	80	84	77
Meets	42	54	56	47	58
Number of students tested	120	126	135	135	133
5. English Language Learner Students					
Meets and Exceeds					
Meets					
Number of students tested	5	6	4	1	0
6.					
Meets and Exceeds	94	100	100	100	100
Meets	31	40	12	26	14
Number of students tested	19	22	25	25	21
NOTES:					

12IL5